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ABSTRACT

Arranged alphabetically by title, the bibliography lists 92 tests, designed for use with students ranging from preschoolers to adults, that are measures of proficiency in English as a second language. Each citation provides title, author, copyright date, age level suitability, publisher, and a brief annotation describing the purpose of the test. Dates of tests range from 1940 to 1980, with the majority being dated from 1970 to 1980. The bibliography includes tests to measure: language dominance in Spanish and English; English language proficiency; inventory of natural language; bilingualism (oral and syntax); comprehension of English language; bilingualism of Chinese students; oral communication; oral language development; language usage in the home; Navajo-English language dominance; oral English-Spanish proficiency; oral production and aural comprehension of adults; and linguistic skills of bilingual students. The document also contains addresses of the 46 publishers of the cited tests. (ERB)

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English as a Second Language

Copies of the tests described below must be obtained directly from the publisher. Refer to the listing of publishers at the back of this inventory for publishers' addresses. Generally, the Test Collection does not have distribution rights for its holdings. However, in special instances, the Collection has been granted permission from individual authors to distribute their instruments. Such items are preceded by an asterisk. Additional information on ordering these materials is available from the Test Collection.

Ambiguous Word Language Dominance Test: Spanish/English by Gary D. Keller; c1978; Grades: 5-6; Publishers Test Service.

A word list to be read by the student consists of three types of words: ambiguous words, Spanish words that are in no way similar to English words, and English words that are in no way similar to Spanish words. (009126)

Aural-Oral Control Test by Norman Coe; c1978; Ages: Adults; In English Language Teaching Journal, v33, pp105-107, January 1978.

Designed to provide a profile of students' weaknesses in oral and aural control of sounds and prosodies in classes of English as a second language. (810417)

Australian Second Language Proficiency by D. E. Ingram & Elaine Wylie; c1981; Ages: Adults; David E. Ingram.

An individual interview rating of language proficiency for use in ESL or other second language testing. Uses natural, real-life language activities requiring speaking, listening, reading and writing. Describes nine levels of proficiency from "Zero Proficiency" to "Native-like Proficiency." Additional plus and minus scores can be added to provide twelve levels. (800190)

Basic Inventory of Natural Language by Charles H. Herbert; c1977; Grades: K-8; CHECpoint Systems.

This criterion-referenced system is designed to assess students language dominance, proficiency, and growth. Analysis of a language sample yields a language profile which consists of scores for Fluency, Level of Complexity, and Average Sentence Length. (008359)

Bilingual-Bicultural Census; c1977; Grades: K-3; Colorado Department of Education.

Forms designed for identifying potential speakers of a language other than English to assist in curriculum planning. Completed by parent and teacher. (009940)

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Bilingual Oral Language Test by Sam Cohen, Roberto Cruz & Raul Bravo; c1977; Grades: 4-12; Bilingual Media Productions Inc.

A language dominance (English-Spanish) test that assesses oral language skills from simple sentence patterns to more complex syntactical forms of the language. (008957)

Bilingual Syntax Measure by Marina K. Burt, Heidi C. Dulay & Eduardo Hernandez; c1975; Ages: 4-9; The Psychological Corporation.

Designed to measure children's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. The test is available in both English and Spanish. (006175)

Bilingual Syntax Measure II by Marina K. Burt, Heidi C. Dulay & Eduardo Hernandez Ch.; c1978; Grades: 3-12; The Psychological Corporation.

An upward extension of the Bilingual Syntax Measure. Measures language dominance (Spanish or English), structural proficiency in English as a second language or Spanish as a second language, degree of maintenance or loss of basic Spanish structures, or can be used in language acquisition research. (008983)

*Bilingual Test Battery; c1974; Grades: 3-10; Tests in Microfiche, Test Collection.

English-Spanish bilingual tests in mathematics, social studies, science and attitudes. (010196)

Caso Test for Limited English-Speaking Students by Adolph Caso; c1979; Ages: 8-12; Kaso Industries, Inc.

A test to determine level of knowledge and appropriate placement, for limited English speaking students. (009853)

*Children's English Proficiency Test by Sallye L. Webster; c1972; Grade: Preschool; Tests in Microfiche, Test Collection.

Designed to assess the degree to which Spanish-speaking children comprehend spoken English. The test is individually administered and requires props. Both English and Spanish versions are available. (007080)

El Circo by Educational Testing Service; c1980; Ages: 4-6; Addison-Wesley Publishing Company.

Measures comprehension of simple mathematical concepts and basic linguistic structures to determine level of instruction. Receptive functional language is measured in English and Spanish. Administered individually or in small groups. A pretest is provided to check child's knowledge of Spanish. (011049)

Comparative Language Dominance Test; c1975; Ages: 2-Adults; Southwestern Cooperative Educational Laboratory.

A measure of language dominance for bilinguals (English/Spanish). Subject responds to a word by selecting the appropriate picture card. (009123)

Comprehensive English Language Test for Speakers of English as a Second Language: Listening by Dale P. Harris & Leslie A. Palmer; c1970; Grades: 9-16 and Adults; McGraw-Hill Book Company.

Measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English. Designed for use in programs of English as a second language on the intermediate and advanced levels. (006847)

Comprehensive English Language Test for Speakers of English as a Second Language: Structure by Dale P. Harris & Leslie A. Palmer; c1970; Grades: 9-16 and Adults; McGraw-Hill Book Company.

Tests the ability to manipulate the grammatical structure occurring in spoken English. Designed for use in programs of English as a second language on the intermediate and advanced levels. (006846)

Comprehensive English Language Test for Speakers of English as a Second Language: Vocabulary by Dale P. Harris & Leslie A. Palmer; c1970; Grades: 16 and Adults; McGraw-Hill Book Company.

A test of understanding of the kinds of lexical items which occur in advanced English reading. Designed for use in programs of English as a second language on the intermediate and advanced levels. (006845)

Criterion Reference Tests for Golden Mountain Reading Series by Robert Sung; c1977; Grades: 4-6; San Francisco Unified School District, Chinese Bilingual Pilot Program.

Pre-test and post-test measures to evaluate student's progress in Chinese Bilingual Pilot Program. (009896X)

Del Rio Language Screening Test by Allen S. Toronto, D. Leverman, Cornelia Hanna, Peggy Rosenzweig & Antoneta Maldonado; c1975; Ages: 3-7; National Educational Laboratory Publishers, Inc.

This screening instrument was designed to identify the child with deviant language skills for his age, language, and background. Each of the subtests assess a specific function important to language development. Subtests are: Receptive Vocabulary, Sentence Repetition-Length, Sentence Repetition-Complexity, Oral Demands, and Story Comprehension. (008348)

Dos Amigos Verbal Language Scales by Donald E. Critchlow; c1974; Grades: K-6; Academic Therapy Publications.

Designed to identify the child's dominant language, the comparative development of his English and Spanish, and the level at which his spoken language development best qualifies him to function. (007545)

Dyadic Oral Tests by Charles A. Findley; c1977; Grades: 1-6; In ED 145 692, ERIC Document Reproduction Service.

Group of tasks designed to provide experience in purposeful communication for students of English as a second language in grades 1-6 in the form of requests, manipulative instructions, and descriptions. May be used as a test of proficiency. (009744)

ECFMG Examination; Not Dated; Age: Adults; Educational Commission for Foreign Medical Graduates.

A medical examination and English examination to be administered to foreign medical school graduates wishing to practice in the United States. The medical examination covers internal medicine, surgery, obstetrics and gynecology, pediative, and basic medical sciences. The Test of English as a Foreign Language may be substituted for the English portion of the exam. (008939)

ESL Diagnostic Test of Oral Communication; Not Dated; Grades: 1-8; Seattle Public Schools.

Outline for measuring proficiency in oral communication via free and guided responses to visual stimuli such as pictures, objects, people, etc. Covers identification of people, objects and plurals, possessives, verbs, negatives, comparatives and superlatives. (010308)

*English as a Second Language Assessment Battery by Charlene Rivera & Maria Lombardo; c1979; Grades: 7-12; Tests in Microfiche, Test Collection.

Criterion-referenced measure designed to assess the English language proficiency of Spanish bilingual students. Covers receptive and expressive skills. For use in placing students at instructional levels in ESL classes. (011103)

English as a Second Language Tests by Robert Poczik; c1970; Age: Adults; Bureau of Basic Continuing Education, New York State Education Department.

Designed to measure growth in oral communication skills. A placement test is used to place students at various class levels on the basis of oral language abilities. The achievement tests measure Auditory Comprehension, Oral Production, Asking Questions, and Conversation at three levels. (001729)

English Oral Production Test; Not Dated; Grades: 1-6; Caribou Bilingual Project.

Student responds to questions about pictorial stimuli. (009995)

English Phonemic Unit Production Test (Revised) by Rudolph V. Skoczylas; c1972; Grades: K-13; Rudolph V. Skoczylas.

Designed to measure production of especially difficult English sounds. Test is orally administered and a cassette tape is provided. (007333)

English Reading Assessment by Estela Barandiaran/Bernard Cohen Research and Development Inc.; c1979; Grades: K-4; Santillana Publishing Company.

Designed for use with bilingual students. This group or individual test covers English oral language development, word recognition and comprehension skills. Eight levels of difficulty, including an oral comprehension assessment to determine general language readiness. Group administration requires approximately 45 minutes. (010746)

Examination for the Certificate of Proficiency in English by J. A. Upshur, R. H. Thrasher, M. W. Spaan & A. S. Palmer; c1953-Present; Grades: 10 and Over; English Language Institute.

An English proficiency test which yields scores on conversational grammar, vocabulary: substitution, vocabulary: selection, and reading comprehension. (002746R)

Flexibility Language Dominance Test: Spanish/English by Gary D. Keller; c1978; Grades: 5-6; Publishers Test Service.

Students are allowed equal periods of time to construct meaningful Spanish and English words from five nonsense words. (009127)

Home Bilingual Usage Estimate by Rudolph V. Skoczylas; c1971; Grades: K-12; Rudolph V. Skoczylas.

An interview schedule developed to measure language usage in the home and to classify an individual as English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual. (007332)

Ilyin Oral Interview by D. Ilyin; c1976; Ages: 18 and Above; Newbury House Publishers, Inc.

Assesses an individual's ability to understand and speak intelligibly in a picture-controlled situation. To take the test the individual needs to understand basic question words, sentence patterns and rhythm and intonation patterns using noun, verb, and modification structures usually taught in the first stages of any intensive ESL program. (008002)

Informal Language Assessment; Not Dated; Grades: Preschool and Above; Marysville Reading-Learning Center.

Designed to provide a rapid estimate of a child's competency in English and Spanish. (007940)

Interview Measure of Bilingualism by Herta Teitelbaum; c1977; Grades: 1-4; In ED 140 665, ERIC Document Reproduction Service.

This interview and evaluation form was developed to gather data on children's receptive and productive skills in Spanish and English, dominant language in various situations, and attitude toward the languages. (830334)

Language Assessment Scales: Level I by Edward A. DeAvila & Sharon E. Duncan; c1975-77; Grades: K-5; Linguametrics Group, Inc.

Provides an overall assessment of oral linguistic proficiency based on a child's performance across four linguistic subsystems: phonemic, referential, syntactical, and pragmatic. The test yields scores for: Minimal Sound Pairs, Lexical, Phonemes, Sentence Comprehension, Oral Production (Storytelling), and Relative Linguistic Proficiency. Separate tests are available in English and Spanish. Some of the items are presented on cassette. (008811)

Language Assessment Scales: Level II by Sharon E. Duncan & Edward A. DeAvila; c1977-78; Grades: 6 and Above; Linguametrics Group, Inc.

Provides an overall assessment of oral linguistic proficiency based on a student's performance across four linguistic subsystems: phonemic, referential, syntactical, and pragmatic. Test yields scores for: Sound Discrimination-Minimal Pairs, Lexical, Phonemes, Sentence Comprehension, Oral Production (storytelling), and Written Production (optional). Separate tests are available in English and Spanish. Some items are presented on cassettes. (008812)

Language Assessment Umpire by Bernard Cohen; c1980; Ages: 5-13; Santillana Publishing Company.

Designed for use with bilingual students. This individual diagnostic test identifies language dominance, based on cognitive criteria, from a choice of eight languages: English, Spanish, French, Italian, Portuguese, Tagalog, Creole, Chinese (Cantonese), Korean, Samoan and Armenian. All subtests are not used with all languages. (010751)

Language Dominance Criteria by Fernado Canedo, David Gustafson & Americo Lopez-Rodriguez; Not Dated; Grades: K-1; Bilingual-Bicultural Education Program - California State University.

An evaluative method for Spanish-English language placement. In the social section, the child is asked questions about what language

his/her family speaks. In the performance section, discussion questions are asked in Spanish and later in English. (009007)

Language Dominance Interview by Carole Marie Kelly; c1976; Grades: 1-6; Carole M. Kelly.

Developed to provide educators with rapid assessment of Spanish-English dominance. (010025)

*Language Dominance Survey by San Bernardino City Unified School District; c1974-75; Grades: K-12; Tests in Microfiche, Test Collection.

A five-part instrument to survey comprehension in English and Spanish. Four levels available for K-12. (009854)

Language Usage Inventory; Not Dated; Grades: K-3; Brooks County Independent School District.

Inventory designed to determine language dominance in Spanish or English. Covers general comprehension, language preference and vocabulary. (009856)

Marysville Test of Language Dominance by Eleanor Thonis; c1973; Grades: Preschool-Grade 5; Eleanor Thonis.

Designed to determine English language and native language proficiency. Subtests include: Listening Comprehension, Speaking, Reading, Writing, and Cultural Variables. Test is in English and Spanish. (007938)

Michigan Test of English Language Proficiency by John Upshur, Leslie Palmer, John Harris & Geraldine May; c1961-62; Grades: 12-13; English Language Institute.

This test is part of a larger battery used in estimating whether a student whose native language is not English is able to pursue academic study in an English language college. The test contains sections on grammar, vocabulary, and reading comprehension. (005001)

*Navajo-English Language Dominance Interview by Bernard Spolsky, Wayne Holm; c1970; Age: 6 years; Tests in Microfiche, Test Collection.

Developed to provide validity data on teacher rating in a study of the language use of Navajo children. Should be administered by two bilingual interviewers, one of whom speaks only English while the other uses only Navajo during the interview. (007342)

Oral English/Spanish Proficiency Placement Test by Steve Moreno; c1974-76; Ages: 4-20; Moreno Educational Company.

Designed to enable placement of children at the correct instructional level. Can also be used for diagnostic purposes. (006113)

Oral Language Ability Scale by Helen Solana Giuliano & Others; Not Dated; Grades: K-12; Northeast Regional Curriculum Development Center.

Oral language scale to indicate the degree of English language proficiency for diagnostic and placement purposes. (009947)

Oral Language Assessment for Diagnosis and Planning; c1975; Grades: Preschool and Above; Marysville Reading-Learning Center.

This form is intended to aid teachers in rating pupils' receptive and expressive language competencies. Form is in English and Spanish. (007939)

Oral Language Dominance Measure; c1978; Grades: K-3; El Paso Public Schools.

Measures and compares a student's oral proficiency in English and Spanish. Can be used to determine the student's dominant language, as a placement tool, or as a diagnostic tool. (008935)

Oral Language Evaluation by Nicholas J. Silvaroli & J. O. Maynes, Jr.; c1975; Grades: 1-3; D. A. Lewis Associates, Inc.

Part I is designed to identify children who need training in a second language. Part II is designed to evaluate children's production of oral language structures. The test is individually administered, using pictures to elicit a language sample. (008327)

*Oral Language Proficiency Scale; c1978; Grades: K-12; Tests in Microfiche, Test Collection.

Scale used in an oral interview to provide a means of classification for initial placement in an English program for speakers of other languages. (010162)

Oral Placement Test by Robert Poczik; Not Dated; Age: Adults; In ED 181 036, ERIC Document Reproduction Service.

Individually administered, oral placement test of English as a second language. (010632)

Oral Placement Test for Adults by Allen Ferrel; c1971; Age: Adults; Southwestern Cooperative Educational Laboratory.

Employs a structured interview to assess the English oral production and aural comprehension of adult basic education learners. Emphasis of the test is on the use of English as a functional tool of communication. Proficiency levels are: Elementary, Intermediate, Advanced, Exempt. (007101)

Oral Production Test: Level One-Three by Robert Poczik; Not Dated; Grade: Adults; In ED 181 036, ERIC Document Reproduction Service.

Tests developed to assess progress in English. Used in connection with Orientation in American English series. (010633)

Parent and Community Questionnaire; c1973; Age: Adults; Chicago Public School, ESEA Title VII Bilingual Education Program.

Designed to assess parent and community attitude toward a bilingual program and parent perception of student progress as a result of the program. Spanish and English versions are available. (009645)

Pictorial Test of Bilingualism and Language Dominance by Darwin Nelson, Michael J. Fellner & C. L. Norrell; c1975; Ages: 4-8; Texas Testing Service., Inc.

Designed to determine language facility in English and Spanish. Results are used to place children in six diagnostic categories: English dominant, Spanish dominant, bilingual, language deficient, further testing advised for possible learning and language disorders or mental retardation, and pseudobilingual. (008346)

Profiles of Language Behavior by William F. Mackey; c1976; Ages: 4 and Above; International Center for Bilingualism.

Designed to produce a profile of individual language behavior and to describe bilingual situations. It is parent-administered to children under eight (8) years of age and self-administered to those who are older. (830301)

Prueba de Lectura Santillana by Estella Barandiaran & Others; c1979; Grades: K-4; Santillana Publishing Company.

Designed for use with native-speakers in grades K-4. This group or individual diagnostic placement test covers word recognition and comprehension in Spanish and English. (010121)

*Pupil Communication Skills Inventory; Not Dated; Grades: 1-6; Tests in Microfiche, Test Collection.

Teacher rating of a child's frequency of performance of language related behaviors in English and Spanish. (009894)

Questionnaires for Public School Decision-Makers by Barbara S. Prentice; c1979; Grades: 9-12; In ED 173 429, ERIC Document Reproduction Service.

Sample questionnaires developed to order by a school district evaluation department elicit information from parents, students, school personnel. Covers bilingual needs assessment, team teaching, high school environment, counseling, girls' sports, quarter course system. (010443)

Quick Language Assessment Inventory by Steve Moreno; c1974; Grades: K-6; Moreno Educational Company.

Intended as a screening instrument for the placement of students in ESL or bilingual programs. Placement categories are: Mainly English Speaker, Transitional English Speaker, Beginning English Speaker, and Mainly Spanish Speaker. (008383)

Screening Test for Auditory Comprehension of Language by Elizabeth Carrow; c1973; Ages: 3-6; Teaching Resources.

Screening device designed to assess oral language comprehension independent of language expression and to establish the child's dominant language. Also used to identify children who require more complete testing of auditory comprehension with the Test of Auditory Comprehension of Language. Directions are available in both English and Spanish. (007382)

Secondary Level English Proficiency Test; c1979; Grades: 7-11; Educational Testing Service.

Designed to provide secondary schools with a measure of English proficiency for foreign students entering grades 7-11. Covers listening comprehension of spoken sentences, dialogues, conversations; reading comprehension of grammar, vocabulary and overall understanding of written English. (010649)

*Short Test of Linguistic Skills: Pilot Version, Spanish-English by Charles K. Frederickson; c1975; Grades: 3-8; Tests in Microfiche, Test Collection.

Designed to determine the language dominance and proficiency of bilingual children. Subtests are: Listening, Reading, Writing, and Speaking. (007896)

Spanish and English Vocabulary and Concept Comprehension Test by Toni Micotti; Not Dated; Grades: Preschool-Grade 1; The Spanish Dame Bilingual Education Project.

Designed to assess a child's proficiency in English and Spanish. The test is in six parts: Recognition of Colors, Recognition of Shapes, Recognition of Numbers, Identification of Pictures, Interrogative Words, and Retelling a Story. (005146)

*Spanish-English Dominance Assessment Test by Bernard Spolsky, Penny Murphy; c1970; Grades: 1-2; Tests in Microfiche, Test Collection.

Designed to classify children who are bilingual in Spanish and English or monolingual in one as being dominant in one language or the other. Administration of the test requires both an interviewer and a recorder, both whom should be bilingual. (007341)

Spanish/English Language Performance Screening; c1976; Grades: Preschool-Kindergarten; CTB/McGraw-Hill.

Provides a method for determining a child's dominant language for initial learning in a bilingual program. The screening consists of an English section and a Spanish section, each of which sample five language activities: Answering Questions, Naming Objects, Following Directions, Describing Objects, and Describing Pictures. (008186)

Spanish-English Reading and Vocabulary Screening; c1978; Grades: K-8; CTB/McGraw-Hill.

This multiple-choice test in three forms is designed to assist a teacher in determining if a student should be tested with a Spanish or English version of an achievement test, to provide practice in marking test responses, and to measure oral comprehension of test directions and terms. (009725)

Speaking Test in Spanish/English by Robert M. Offenberg; c1970; Grades: Preschool-Grade 1; In ED 046 295, ERIC Document Reproduction Service.

Tests of English and Spanish speaking skills for young children. (009933)

Stem Response Test; c1972; Grades: 1-3; Southeastern New Mexico Bilingual Program.

A questionnaire designed to show if the student's responsiveness in Spanish and English has a tendency to increase or decrease during the year's instruction. (009635)

Structure Tests - English Language, Beginning by Jeannette Best & Donna Ilyin; c1976; Grades: 7-12 and Adults; Newbury House Publishers, Inc.

Assesses knowledge of English grammar in context. The test can be used to measure achievement or for purposes of placement. (007928)

Structure Tests - English Language, Intermediate by Jeannette Best, & Donna Ilyin; c1976; Grades: 7-12 and Adults; Newbury House Publishers, Inc.

Assesses knowledge of English structure in context. The test can be used to measure achievement or for purposes of placement. (007927)

Structure Tests - English Language, Advanced by Jeannette Best & Donna Ilyin; c1976; Grades: 7-12 and Adults; Newbury House Publishers, Inc.

Assesses knowledge of the structure of English in context. Test can be used to measure achievement or for purposes of placement. (007926)

Teacher Review of Instructional Process; c1973; Age: Adults; Chicago Public Schools, ESEA Title VII Bilingual Education Program.

A rating scale asking the teacher to review different aspects of the instructional process in a bilingual program. (009643)

Test of Aural Comprehension by Charles C. Fries & Robert Lado; c1940; Grades: 12-17; English Language Institute.

Designed to measure aural comprehension in four languages: English, Spanish, French, and Portuguese. (000264)

Test of Aural Perception in English for Japanese Students by Robert Lado & R. D. Andrade; c1957; Grades: 13-16+; English Language Institute.

This test was designed to diagnose the sound perception difficulties of Japanese speakers learning English. (002699)

Test of Aural Perception in English for Latin-American Students by Charles C. Fries & Robert Lado; c1949-57; Grades: 13-16+; English Language Institute.

This test was designed to measure objectively how well a student has learned to hear the significant sound differences of English. (002616)

Test of English as a Foreign Language; c1963-Present; Grades: 11-16 and Adults; Educational Testing Service for the College Board.

Institutional testing program which is administered 3-4 times per year. Designed to evaluate English proficiency of foreign students as part of the college admission procedure. Subscores: Listening Comprehension, English Structure, Vocabulary, Reading Comprehension, Writing Ability. (00888R)

Test of English as a Foreign Language: Sample Test; c1981; Grades: 11-18; Educational Testing Service (TOEFL).

Test booklet and answer key for use as practice materials for TOEFL. Half the length of an actual test. No percentile can be computed. See also: Test of English as a Foreign Language (TC 000888) and Test of English as a Foreign Language Understanding TOEFL: Test Kit 1 (TC 011087). (011102)

Test of English as a Foreign Language Understanding TOEFL: Test Kit 1; c1980; Grades: 11-18; Educational Testing Service (TOEFL).

Practice materials containing an actual TOEFL test. Includes a cassette tape recording of the Listening Comprehension subtest. A workbook also supplies correct answers and explanations of each answer choice. TOEFL was designed to evaluate the English proficiency of nonnative speakers of English, primarily at the secondary level, who are preparing to study at North American colleges or universities. (011087)

Test of English for International Communication; c1979; Age: Adults; Educational Testing Service (P. Woodford).

English language testing program designed for use in Japanese business and industry. (010311)

Test of English Grammar and Vocabulary by Lily Wong Flood; Not Dated; Grades: Preschool-Grade 1; The Spanish Dame Bilingual Education Project.

Designed to assess a child's comprehension of English grammar and vocabulary. The test is in four parts: English Vocabulary-Comprehension, English Vocabulary-Production, English Grammar-Comprehension, English Grammar-Production. It is individually administered. (005145)

*Test of Grammatically Correct Spanish and English; c1970-71; Grades: K-6; Tests in Microfiche, Test Collection.

Consists of both oral and written tests assessing grammar skills in English and Spanish. Covers: vocabulary, sentence patterns, grammar, and usage.

Test of Grammatically Correct Spanish/English: Written and Oral; c1976; Grades: K-6; Bilingual Education Project.

Oral tests in Spanish and English for grades K-6, written tests for grades 2-6. (009058)

Test of Language Dominance, ELNAS Version by Willard P. Bass; c1973; revised 1975, 1977; Grades: K-12; Southwest Research Associates, Inc.

Measure of child's proficiency in each of two languages and compares proficiency to determine language dominance: Spanish-English and Navajo-English. (009815)

*Test of Language Judgment by Arlene Mantell Kahn; c1971; Grades: 4-6; Tests in Microfiche, Test Collection.

Designed to assess the ability to choose rules of standard English and black English as they are appropriate to a situational context. (008011)

Test of Oral English Production; c1969; Grades: 1-3; In ED 042 793; Southwestern Cooperative Educational Lab (SWCEL).

Individually administered. Designed to evaluate programs of English as a Second Language in the primary grades. Elicits spontaneous responses. Covers pronunciation, grammar, and vocabulary. Scored at the SWCEL from taped conversation. (009926)

Test of Oral Language Proficiency; c1976; Grades: K-8; Southwestern Cooperative Educational Laboratory.

Assesses the English language proficiency of non-English speakers by eliciting their verbal responses. It measures aspects of vocabulary, pronunciation, and syntactic construction. (008787)

Tests of English for Migrant Students; c1977; Ages: 5-8; Australian Council for Educational Research.

A collection of 84 tests and checklists designed to measure the competence of migrant students in various aspects of the English language. Migrant students are defined as students who experience difficulties with English because they were born in a non-English speaking country and/or because they have at least one parent whose native language is not English. (800167)

Tests of Proficiency in English: Listening; c1973; Ages: 9-12; NFER Publishing Company Ltd.

This battery is designed to assess the English proficiency of those children whose native language or dialect is different from the English required in school. Listening skills assessed include: discriminating the sounds of English, recognizing and understanding spoken English words, understanding well-formed spoken English statements, questions and instructions, following and understanding an extended piece of spoken English, and responding appropriately to significant variations in the spoken language. (810362)

Tests of Proficiency in English: Reading; c1973; Ages: 9-12; NFER Publishing Company Ltd.

This battery is designed to assess the English proficiency of children whose native language or dialect is different from the English required in school. Covers the ability to: recognize the letters of the English alphabet, recognize and understand English words, interpret the relations implied in the structure of well-formed sentences, follow and understand a properly-constructed paragraph, and respond to significant variations in language. (810363)

Tests of Proficiency in English: Speaking; c1973; Ages: 9-12; NFER Publishing Company Ltd.

This battery is designed to assess the English proficiency of children whose native language or dialect is different from the English required in school. Skills assessed are: production of English sounds, correctly applying the English words appropriate to particular communication tasks, construction of well-formed statements, responding to the speech of others, and matching speech to the demands of different situations. (810364)

Tests of Proficiency in English: Writing; c1973; Ages: 9-12; NFER Publishing Company Ltd.

This battery is designed to assess the English proficiency of children whose native language or dialect is different from the English required in school. Skills assessed are: forming the letters of the English alphabet, correctly applying English words appropriate to particular communication tasks, constructing a variety of well-formed English sentences, constructing a coherent paragraph in English, and varying language in accordance with the demands of different situations. (810365)

U.S. History Test: Parts I and II; c1978; Grades: 4-6; Oakland Unified School District.

Used as measure of achievement in Chinese Bilingual/Bicultural Program. (010037)

Publishers' Addresses

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